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MINIMUM GRADE REQUIREMENTS IN ENGLISH AND MATHEMATICS IN THE FRANCIS W. PARKER SCHOOL

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The following outline gives a brief summary of the formal outcome of the work in English and mathematics, which is expected from pupils in each grade before their promotion to the next higher grade.

These grade standards consist of the necessary knowledge-facts or "tools of expression" which are to be fixed and to be made to function through continued use during the school year. They are given in the form of minimum requirements, and up to these limits the class teachers are responsible for the thorough functioning of the work outlined. Pupils may go beyond these limits, if they can do so and at the same time satisfactorily meet the requirements in their other subjects of study.

There is continual demand for reading and written expression in connection with literature and dramatic representation, geography, and history; and there are mathematical problems constantly arising in connection with the industrial history, science, and handwork. Therefore, the formal work in reading, writing, and number is not isolated in the minds of the children. They see that many drill periods are necessary to overcome the obstacles which they meet in their daily work. Correct spelling, punctuation, capitalization, and facility in the use of mathematical tools are matters of importance and need emphasis and attention.

Therefore, while the regular subjects of study motivate the work, opportunity must be given on the program for definite drill periods. In this way the teacher in each grade may expect that pupils coming to her have been thoroughly taught the foundation facts agreed upon as necessary for that grade.

The requirements as outlined below are wholly for the teacher's consideration. They are the results in each case of at least a year's committee work, which has been checked and discussed by the entire faculty, and some time is spent each year in revising and improving the requirements according to experience and to particular grade conditions. The statements of these minimum requirements here set forth were in use in the school during 1910-11, as the changes made for 1911-12 are minor in character and have not yet been formally acted upon.

MINIMUM REQUIREMENTS IN ENGLISH

(Italicized matter will be functioned in this grade. Matter under other topics expected to be used, but not to be functioned in this grade.)

FIRST GRADE

1. Capitalization—*pronoun I*
first word in sentence
2. Punctuation—*period at end of sentence*
3. Vocabulary—making of "school dictionary" of words functioned in the grade
4. Spelling—words in "school dictionary"
7. Phonics—games and daily drill

SECOND GRADE

1. Capitalization—*days, months, proper names, words in title*
2. Punctuation—*period after common abbreviations (Mr., Mrs., etc.)*
question mark after interrogative sentence
3. Vocabulary—*words in common use added to "school dictionary"*
quick recognition of either written or printed vocabulary
4. Spelling—*words in most frequent use*
6. Composition—simple sentences

THIRD GRADE

1. Capitalization—*geographic names*
interjection O
2. Punctuation—*apostrophe in possessives*
3. Vocabulary—*words in common use added to "school dictionary"*
quick recognition of either written or printed vocabulary

4. Spelling—*words in most frequent use*
5. Use of reference books—selected books referred to for information on special topics

FOURTH GRADE

1. Capitalization—*each verse in poetry*
2. Punctuation—(a) *period after all abbreviations*
(b) *comma in simpler uses—clauses and phrases*
(c) *apostrophe in contractions and possessives*
(d) *hyphen in compound words and in divisions*
(e) *exclamation point after interjections and exclamatory sentences*
3. Vocabulary—(a) ——— *words in common use added to "school dictionary"*
(b) *quick recognition of printed or written vocabulary*
4. Spelling—*words in most frequent use*
5. Composition and grammar—construction of paragraphs
6. Use of reference books—*unabridged dictionaries*

FIFTH GRADE

1. Capitalization—*proper adjectives*
2. Punctuation—comma (a) *in parenthetical expressions, etc.*
(b) *in series*
(c) *after vocative nominative*
3. Vocabulary— ——— *words in common use acquired*
4. Spelling—(a) *oral and written practice*
(b) *knowledge of all words in common use*
5. Composition and grammar—*recognition and intelligent use of*
(a) *nouns—* (1) *common, (2) proper*
(b) *pronouns—* (1) *personal, (2) relative,*
(3) *interrogative*
(c) *verbs—* (1) *regular, (2) auxiliary*
6. Use of reference books—*dictionaries and encyclopaedias*

SIXTH GRADE

1. Capitalization—(a) *first word in a direct quotation*
(b) *substantives referring to Deity*
2. Punctuation—(a) *comma with direct quotation in a sentence*
(b) *semicolon in compound sentences*
(c) *colon before long quotations*
(d) *quotation marks—* (1) *titles of books, plays, and poems*
(2) *quotations—prose*
poetry
3. Vocabulary— ——— *new words in common use acquired*
4. Spelling—(a) *oral and written practice with all new words*
(b) *accurate knowledge of all words in frequent use*
(c) *study of prefixes and suffixes*
(d) *syllabication (by sound)*

5. Composition and grammar—(a) *recognition and intelligent use of*
 (1) adjectives—*a) descriptive*
 b) articles
 (2) adverbs—*a) of time*
 b) of place
 c) of manner
 d) of degree
 e) numeral
 (3) conjunctions
 (4) prepositions
 (5) interjections
 (b) inflections of—(1) *nouns*—number (regular and irregular)
 (2) *pronouns*—
 a) number
 b) person
 c) gender
 (3) *verbs*—*a) number*
 b) person
 (c) Analysis of sentence—first steps (subject and predicate)
 Composition on class subjects—material worked over in class—from outlines furnished; approximately 120 pages of theme paper a year
6. Use of reference books— ——— works of reference

SEVENTH GRADE

1. Capitalization—(a) *civil and military titles*
 (b) *academic degrees*
 (c) *names of organizations and corporations*
2. Punctuation—*comma—special uses* { *inverted constructions*
 “restrictive” relatives
 appositives
 participial phrases, etc.
3. Vocabulary— ——— *new words in common use acquired*
 synonyms sought for
4. Spelling—(a) *oral and written drill on all new words*
 (b) *accurate knowledge of all common words*
 (c) study of word tendencies—final *e* dropped, consonant doubled, etc.
 (d) syllabication

6. Composition and grammar—

(a) *recognition and intelligent use of nouns*—(1) *abstract*
(2) *collective*(b) *inflection of*—(1) *nouns*—a) *gender*
b) *case*(2) *pronouns*—*case*(3) *adjectives*—*comparison* { *regular*
irregular(4) *adverbs*—*comparison* { *regular*
irregular(5) *verbs*—*tense (indicative only)*(c) *sentence analysis*—(1) *simple*(2) *compound (complete)*(3) *complex*(4) *clause vs. phrase*(d) *composition of business and letter forms*7. Use of reference books—*continued with the needs of the grade*

EIGHTH GRADE

1. Capitalization—(a) *names of political parties*(b) *names of religious sects*(c) *names of governmental bodies and departments*2. Punctuation—*dash* (a) *parenthetical*(b) *showing broken construction*3. Vocabulary—(a) *careful acquisition of new words*(b) *synonyms and antonyms gathered*4. Spelling—(a) *oral and written drill on all new words not unusual*(b) *thorough familiarity with all frequent words*(c) *formation of word groups—*(1) *those ending in “able” and “ible”*(2) *those with negative prefixes*(3) *those with regular adjective suffix*(4) *those with regular adverbial suffix, etc.*

5. Composition and grammar—

(a) *inflection—verbs*(1) *subjunctive*(2) *imperative*(3) *infinitive*(4) *participles*(5) *principal parts*{ a) *regular (weak)*
b) *irregular (strong)*

- (b) *syntax*—(1) verbs *a*) transitive and intransitive
 b) voice
- (2) phrases *a*) noun
 b) verb
 c) adjective }
 d) adverbial } prepositional (form)
- (3) clauses *a*) noun }
 b) adjective } use
 c) adverbial }
 d) co-ordinate and subordinate (form)
- (4) modifiers (*a*) adjective—*a*¹) adjective
 *b*¹) adjective phrases
 *c*¹) possessives
 *d*¹) appositives
 *e*¹) adjective clauses
 (*b*) adverbial—*a*¹) adverbs
 *b*¹) adverbial phrases
 *c*¹) adverbial clauses
 *d*¹) indirect object
 *e*¹) nominative absolute
 *f*¹) infinitive
 *a*²) complementary
 *b*²) of purpose

6. Use of reference books—*extended to meet all needs of the grade*

MINIMUM REQUIREMENTS IN MATHEMATICS

FIRST GRADE

1. Clearness of thought with mathematical ideas used
2. Familiarity with the addition and subtraction combinations of numbers to 12 (not automatic)
3. Fractions— $\frac{1}{2}$ and $\frac{1}{4}$ —known and used in measuring and “making” work
4. Standard measures: inch, foot, yard }
 cup, pint, quart } known and used

SECOND GRADE

1. All addition and subtraction combinations of numbers to 19 used. Those below 12 automatic
2. Reading of numbers to 1,000
3. Processes: Addition (with carrying) and subtraction (without borrowing) with numbers of three figures, with help of objects; e.g., money
4. Fractions, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ of objects; $\frac{1}{2}$ of numbers up to 12

5. Standard measures: cent, dime, dollar
cup, pint, quart, gallon
inch, foot, yard
6. Geometry: accurate ideas of square and rectangle

THIRD GRADE

1. All addition and subtraction combinations to 19 automatic
2. Reading and writing of numbers to 10,000
3. Mastery of the processes of addition and subtraction of numbers to four places
4. Multiplication facts to 5×12 mastered
5. Meaning of fractions
Fractional parts of numbers within limits of multiplication table learned
6. Standard measures: automatic—inch, foot, yard
cent, dime, dollar
cup, pint, quart, gallon
square inch
7. Geometry: accurate ideas of squares, rectangle, triangle, areas of rectangles

FOURTH GRADE

1. Multiplication and division tables automatic through 12's
2. Multiplication process complete
3. Division by one figure
4. Rapidity and accuracy in addition and subtraction
5. Fractions: fractional parts of numbers
multiplication of mixed numbers
6. Bills of goods
7. Standard measures: linear and square measures complete
the gram—automatic
8. Geometry: accurate ideas of rectangles
triangles
circles
cylinders
triangular prisms
areas of rectangles
volumes of rectangular solids

FIFTH GRADE

1. The four fundamental operations with integers, including long division
2. Multiplication by mixed numbers
3. Use of common fractions in simple combinations
4. Standard measures: dry, liquid, and cubic measures complete
use of centimeter, cubic centimeter, and gram
5. Bills of goods
6. Geometry: areas of rectangles, parallelograms, triangles, and trapezoids
volumes of rectangular solids

SIXTH GRADE

1. Fundamental operations with integers reviewed and made automatic
2. All processes with simple, common, and decimal fractions mastered
3. The idea of per cent developed, but no application of percentage to business taught
4. Bills of goods
5. English weights and measures known thoroughly
Some metric units used
6. Longitude and time, including standard time
7. Geometry: scale work
areas of rectilinear figures and circles

SEVENTH GRADE

1. Accuracy and efficiency in fundamental operations with integers, common fractions, and decimals
2. Use of metric units mastered
3. Geometry: areas and volumes mastered
scale work
constructive geometry
4. Use of equation
5. Proportion as applied in the lever and in geometrical measurements of heights and distances
6. Percentage, with applications to simple industrial problems, and problems in buying and selling
7. Business forms and processes—including accounts
bills of goods
commission
commercial discounts
depositing and checking at bank
drafts, bank, postal, and express
money orders
simple interest
compound interest as applied in
savings banks, etc.
bank discount
insurance
partnership

EIGHTH GRADE

1. Accuracy in fundamental operations, common fractions, and decimals
2. Tables of measure
3. Mensuration
4. Review of proportion
5. Use of equation and algebraic formulae
6. Review of percentage, through study of taxes, revenues, stocks